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ABSTRACT

This report describes child care related programs which have received major grants from the Ford Foundation since 1969. Specific information and referral services such as the Children's Council of San Francisco Childcare Switchboard, the Cambridge/Somerville Child Care Resource Center in Massachusetts, the Pre-School Association of the West Side and the Chicago Child Care Task Force are overviewed. Non-sexist child care curriculum development efforts, programs focused on teenage parents , the Day Care and Child Development Council of America, the National Black Child Development Institute, and the Day Care Consultation Service are described. A brief indication is given of prospects for future funding and a list of child care and development grants to institutions during the years 1969 through 1979 is appended. (Author/RH)

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Minding the Children

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cover, a group of New York City nursery school children with their teacher on a field trip in Central Park. Opposite, a father reads to his daughter. In changing styles of child care, some men are assuming responsibilities, inside and outside the home, once almost exclusively associated with women.

One of a series of reports on activities supported by the Ford Foundation. A complete list of Foundation publications may be obtained from the Ford Foundation, Office of Reports, 320 East 43rd Street, New York, New York 10017.

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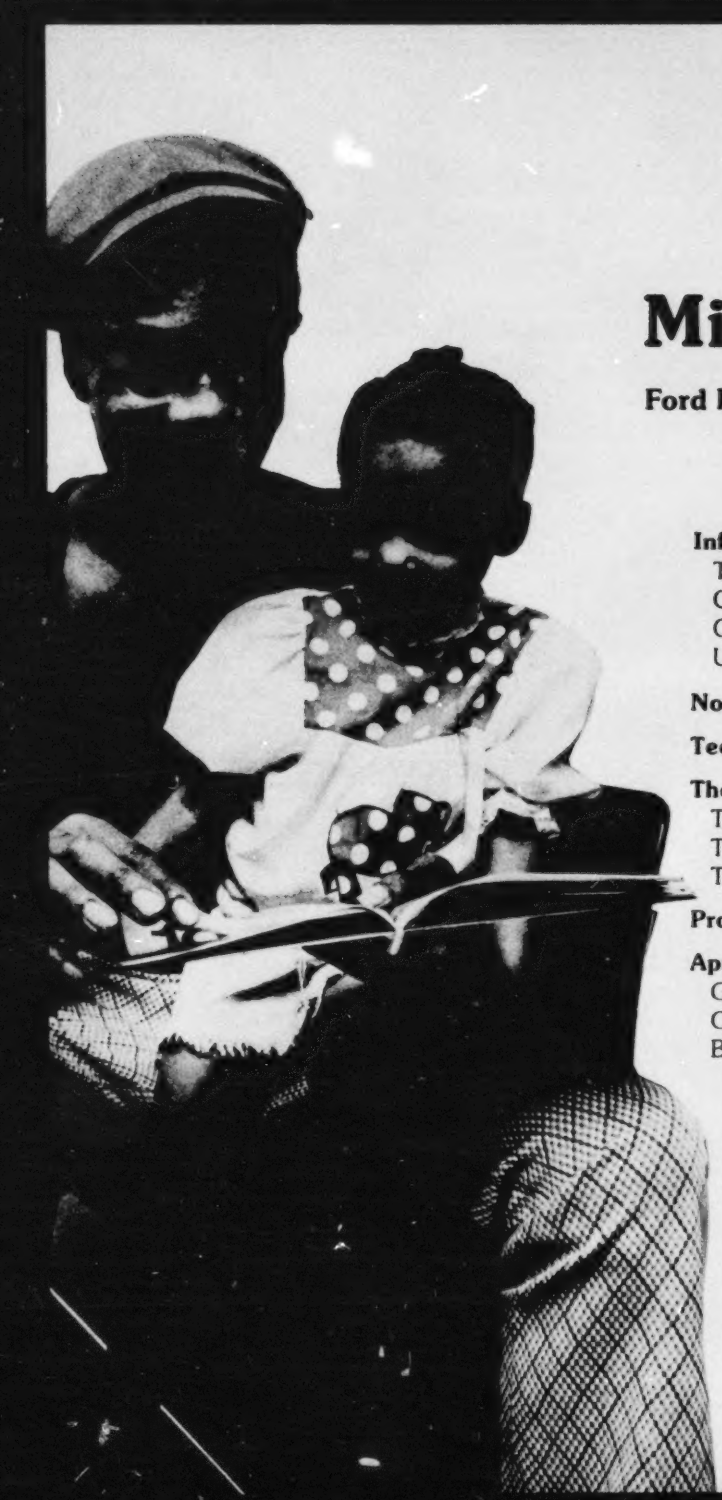

Minding the Children

Ford Foundation Assistance to Child-Care Programs

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With many more women working, or wanting permanent jobs, the demand for reliable child-care help has increased dramatically. Right, parents in Oakland, California, demonstrate for better child-care services. Below, a staff member minds children at Family Focus/Woodlawn, a drop-in center in Chicago for teenage mothers. At the center mature women from the community offer the teenagers help in learning good child-rearing practices and also encourage them to return to school or begin job training to avoid dependence on welfare.

Parents often rely on other people to help care for their pre-school and school-age children. They find willing relatives; neighbors, nursery; kindergarten, and after-school primary programs; day-care and Head Start centers; parent cooperatives or families that take a few extra children into their own homes. A multitude of care arrangements are possible, usually made by parents themselves after long and discouraging searches. They frequently have to tailor their job schedules and other commitments to child-care arrangements. Many parents report that they worry about the adequacy and cost of these arrangements.

These concerns have been shared by the Ford Foundation for the last decade, and the following report describes Foundation-supported research and experimentation to expand and improve child care as a vital component in the lives of a great variety of American families.

Reliance on child care by others is traditional in the United States. According to authors Alice Collins and Eunice Watson:

*"Young children have always been cared for in the homes of others while their mothers were having babies, nursing a sick member of the family, lending a hand at peak times on the farm, or occupied with other home-based work. Aunts, grandmothers, cousins, even close neighbors had loose systems of reciprocal child care whereby whoever needed it used it, each giver knowing that when she needed it, it would be offered in turn."**

Despite the fact that American parents have always used child care, public and private agencies, until recently, established child-care programs only in response to social disruption such as immigration, industrialization, urbanization, economic depression, and war. Substitute care for their children was needed by immigrant families dependent on a mother's wages, a Southern family coming to the city and finding work only for the mother, and a mother who was needed in industry to replace a husband away at war. Child-care services were viewed as temporary measures for these families, a way to preserve the family in difficult times and a way to strengthen the country. Child care was not

**Family Day Care, A Practical Guide for Parents, Caregivers and Professionals*, Alice H. Collins and Eunice Watson. Boston, Beacon Press, 1976.

viewed as a service for average families in normal times.

In recent decades, new forces and interests have greatly widened concern about child care. Startling changes have occurred in women's lives. More and more mothers of young children are finding and keeping jobs—a widespread traditional pattern among black families but new to the majority population. The most recent data show that the following are employed:

- 51 per cent of mothers with children under eighteen.
- 49 per cent of mothers with a youngest child between three and five.
- 35 per cent of mothers with a youngest child under three.

Another powerful stimulant of day-care demand is family mobility. Families move often, and few have relatives living close by on whom they can rely for child care. For example, each year from the late 1940s to the late 1960s, approximately 20 per cent of the U.S. population moved from one residential unit to another. A recent survey of 10,000 working mothers by *Family Circle* magazine found that only one mother in five had a husband or relative who helped with child care.

Finally, demand is reinforced and strengthened by advocates who believe child care can be a powerful tool of social policy to reduce economic and social disadvantage. They claim that child care can help welfare mothers move into regular employment, help close the achievement gap between advantaged and disadvantaged children, and offer constructive or engaging activity to school-age youth who might otherwise get in trouble. The validity and relative importance of these claims are debated and researched extensively.

Some claim that there are already enough care providers and that expansion is unnecessary. Others argue that expansion would be desirable in general terms but that its cost cannot be justified by any clear social benefit. Still others are concerned that publicly supported child-care programs tend to undermine the authority and cohesiveness of families. As the debate continues, federal programs totaling $2.2 billion, funds and programs from states, services and support from business, social agencies, and individual family providers form an extensive patchwork system.

The Ford Foundation developed a program in child care initially in response to Congress's 1967 amendments to the Social Security Act. Under Title IVA and IVB, the Act granted federal funds for child care to states on a three-to-one matching basis. Services were supposed to help mothers receiving Aid to Dependent Children, past or potential welfare families, and women in employment training projects. It was clear that many states would participate in this matching program and that child-care services would be significantly expanded. The Foundation sought to help the families served by these programs—low-income and minority groups—participate fully in the planning and provision of the new services.

Since that time, the scope of the Foundation's program has broadened considerably. Experimentation with promising service programs has been supported, particularly models that hold promise of improving the quality of care at moderate cost levels for a wide range of families. In addition, grants have been made for research and monitoring to inform the child-care debate and help resolve troublesome issues. The reports emerging from these efforts were aimed at policy makers and at parents who were struggling with their children's child-care needs. The program rests on the Foun-

dation's belief that child care often is a critical component in the lives of families across a wide range of income and social background. Accordingly, grants have been aimed at fashioning public policy and information programs that support child-care development.

This report describes the major grants since 1969. A complete grant list is provided on page 18, and additional information may be obtained from the Foundation and from grant recipients.

Information and Referral—Child Care at the Local Level

Parents often have difficulty finding child care that they can afford, that covers the right hours, and that is suited to their children's needs and temperaments. Two typical cases are cited by Ellen Galinsky and William H. Hooks in a Foundation-assisted study:*

- A working mother applies to a public family day-care agency for child care for her baby. The day-care group gives her the name and address of a day-care mother with room for a baby. It turns out that the day-care mother speaks no English. When the mother asks if she can be referred to a day-care mother with whom she can communicate about the baby's needs, she is told to take the home she has been assigned or look elsewhere.

- In an eastern city, a funding agency issues an edict that all children have to be present at their clusters by 9:30 a.m. That means that a parent who works a later shift and wants to be with his or her child until 10 a.m. cannot be accepted into those centers.

*Ellen Galinsky and William H. Hooks, *The New Extended Family, Day Care That Works*. Boston, Houghton Mifflin Company, 1977.

In recent years a new type of service called "child-care information and referral" (I&R) has been designed to help parents locate child care. In some communities these services are called resource and referral groups or child-care locating services. Some were developed by staffs of child-care centers to help parents whose children were on long waiting lists. Others began when parents recognized a common need to identify local care providers and develop services where they were lacking.

Information and Referral services are based on the assumption that parents can make good child-care arrangements for their children if they are presented with a range of alternatives and encouraged to work out care suited to their families' needs. After only a few years, many I&R programs have developed into services that handle hundreds of inquiries each month. The state of California has provided special funding for twenty-nine I&R programs.

In addition to working with parents, I&R staff concentrate on identifying, recruiting, and assisting care providers in order to have a sizable group who offer a full range of child-care services. I&R services are particularly concerned with making hard-to-find types of care available. For example, poor working parents seeking infant care often have little or no choice in care arrangements. They are lucky if they find any care giver willing to take babies. I&R services therefore encourage the development of providers and programs serving infants. I&R services offer training to providers of care, help in establishing links among care givers in the same neighborhoods. They offer a range of resources, including toy libraries. Finally, since I&R services are continually in touch with care seekers and providers, they offer planners and policy makers an up-to-date reading of imbalances and problems in the child-care field.

The Childcare Switchboard in San Francisco is a major source of child-care information and referral in the Bay area. Besides directing callers to available services, the Switchboard counsels single parents, conducts workshops for directors of small day-care programs, and runs a storefront toy center that lends toys and offers low-cost materials and patterns for making playthings.

Since 1975, the Ford Foundation has assisted four information and referral services—the Children's Council of San Francisco Childcare Switchboard, the Cambridge/Somerville Child Care Resource Center in Massachusetts, the Pre-School Association of the West Side and the Chicago Child Care Task Force.

The Switchboard. The San Francisco Childcare Switchboard was organized in 1973 by a group of parents of young children. They had received a small grant from the Rosenberg Foundation to set up a pilot information and referral service that would help parents locate child care suited to different needs and work patterns.

"The service started," recalls Patty Siegel, the Switchboard's executive director and one of its original organizers, "primarily serving people who weren't working full time, people who were interested in alternatives to formal child care, such as cooperatives, playgroups, and family day care."

As the Switchboard gained wider public attention, it began to receive more requests from people who needed full-time child care. San Francisco has a high percentage of women employed outside the home. For many of the city's large population of female single parents, the availability of subsidized child care makes the difference between welfare and working. The Switchboard therefore began seeking out individuals and programs offering full-time child care in the Bay area. It also began helping new programs struggling to get under way.

Within a short time the Switchboard became a primary source of child-care information and assistance in the Bay area. Today, its full-time staff handles some 4,000 inquiries a year and works with a network of several hundred child-care providers.

With Ford Foundation support the Switchboard has developed a system of follow-up and evaluation of the services it provides. Child-care inquiries are followed up with a telephone call to determine if the parents' needs have been met, what type of care is being used at what cost, and how the parents made their arrangements. The data collected through this system have been particularly useful to state and national policy makers. Switchboard staff members are often invited to present this information at meetings of the state legislature and the Board of Education.

For example, the follow-up system recently disclosed a dramatic increase in the demand for infant care in San Francisco since the Switchboard was founded. During the first two years of the Switchboard's operation, 25 per cent of the calls received came from parents with children under two; in the last two years the proportion has more than doubled. "We are now able to document dramatically the need for infant-care services," says Patty Siegel. "We are also able to point out that there are only seven centers serving infants in San Francisco, almost all of which serve only teenage single parents. In large part due to that kind of information, the extra money allocated to the state's child-care budget this year will go mainly to infant care. I think that our agency had a lot to do with that priority's being set."

The Switchboard has helped to impress upon public officials the need for other community-based I&R services. In 1976, when Governor Brown announced a $10 million commitment to "alternative child care," the Childcare Switchboard, another I&R service in Berkeley called Bananas, and the Child Care Information and Referral Service in Pasadena argued vigorously for the funding of I&R services throughout the state. Partly as a result of these efforts, the state of California began funding twenty-nine child-care I&R services under a grant of $1.5 million.

The Switchboard keeps parents and day-care providers informed of new developments in child-care policy and legislation through the *Children's News Advocate*, a bi-monthly newsletter with a circulation of 5,000. The Switchboard also holds monthly meetings for directors of child-care programs throughout the city. They discuss day-to-day program concerns as well as broader policy issues.

In addition, the Switchboard operates the Single Parent Resource Center, which provides information about legal aid, publishes a magazine called *One Parent Family*, and offers counseling, workshops and recreational activities for single parents.

The Switchboard also runs a toy center in a San Francisco store front, lending toys and offering low-cost materials and patterns for making playthings. The toy center holds five or six workshops each month for day-care providers and playgroups and sends staff members to small centers to instruct and advise the directors in toy making and organizing various children's activities.

Cambridge. The Cambridge/Somerville Child Care Resource Center was organized in 1971 by four women seeking to expand child-care services in the Boston area. Each of them had training and skills that qualified them for work in the field—teaching, community organizing, or development of child-care programs for their children. Three were mothers of pre-schoolers. They knew from their own experience that existing agencies were not meeting parents' needs.

With funding from the Ford Foundation and other foundations, the Cambridge/Somerville Center has become a major family service in the Boston area. It handles some 700 inquiries a month and, like the Switchboard, has a follow-up procedure to monitor the effectiveness of its services. Mav Pardee, one of the center's founders, says that the follow-up material collected by the center contains "up-to-the-minute kinds of statistics that nobody else has access to." "The Welfare Department often can't even tell how many people they're serving, and what kinds of things people are asking for," she says. Data collected by the center have been used by a variety of organizations and individuals ranging from parents to local newspaper reporters writing on child care, to local and state child-care policy makers.

The center also has been active in adding its voice to the process of welfare and child-care policy formation. Locally, it was instrumental in having a strict state building code amended to include provisions that were more in keeping with the needs of child-care programs. Originally, the code classified day-care centers as "institutions," and as such they had to meet stringent building requirements. For example, wood frame buildings were barred from housing child-care programs, even if they were equipped with smoke detectors, fire alarms, and sprinkler systems. Under the amended code, day-care programs may be located in the basement and on the first and second floors of such buildings as long as adequate safety measures are observed.

On the national level, the center joined with several other child-care groups in a successful movement to ease excessively stringent requirements for funding under Title XX. Originally, families had to document all sources of income and sign an oath on their application form that the statements were true; they risked penalties for perjury if they lied. The paper work for child-care agencies increased fourfold. As a result of the pressure brought by the center and other organizations, the oath was abolished, and a simple declaration of income was deemed sufficient.

The center's newsletter, which reaches 1,500 people, is considered a vital source of information

on child care in the Boston area. It also produces, three times a year, a directory of child-care services in Cambridge, and an annual *Infant Toddler Handbook*. The center is also planning to publish a family day-care guide, a handbook for child-care program administrators and staff, a survey of existing literature and research on child development, and a study of the effects of group child care on infants and toddlers. An extensive reference library developed by the center is available for use by care givers, parents, and other interested parties.

In November, 1977, the center started a Resource Mobilization Project designed to help local day-care programs improve their standards by taking advantage of available public support in such areas as nutrition and health. With funds from the Federal Government's Comprehensive Employment Training Act (CETA), a staff member has been employed to survey existing services and meet with care providers to pass along what she learns and to find out what other kinds of assistance care givers want.

Other Information and Referral Services. Studies and special projects conducted by other I&R groups have been assisted by the Foundation. The Pre-School Association of the West Side in New York City received grants to study the impact of changing child-care eligibility criteria on low-income families and the availability of neighbors with information to help families seeking child care. The first study documented parents' unsuccessful litigation efforts to prevent closings of child-care centers and the arbitrary transfer of their children to other facilities. The second study was an attempt to explore the ways in which child-care I&R could build on an informal and already-existing network of neighbors in a densely populated urban area.

The Chicago Child Care Task Force received funds to study the feasibility of charging a fee to parents and providers who use I&R services. This study outlined the legal consequences of charging a fee for service and worked out cash-flow projections covering the start-up and full-scale implementation of a program. The task force is now seeking funds for an experiment based on this study.

Finally, funds have supported two conferences that brought together child-care I&R service staff from approximately twenty I&R services across the United States.

Unresolved Questions in Child-Care I&R. Community-based Information and Referral services appear to be critical elements in the smooth functioning of the child-care market in the U.S. In particular, they offer assistance to parents in locating and choosing care, help to providers that increases the quality of care offered, and data for public policy makers on supply and demand. In 1977, the Ford Foundation and a key federal agency—the Agency for Children, Youth and Families in the Department of Health, Education and Welfare—agreed to co-sponsor a national research and demonstration program focused on information and referral. The American Institutes for Research in the Behavioral Sciences in Cambridge, Massachusetts directs the program. It is intended to describe the current status of child-care I&R services in the U.S.; examine the effectiveness of various child-care I&R program models, and make recommendations in 1981 regarding government policy with respect to I&R. The program's funding, from the Ford Foundation and HEW's Agency for Children, Youth and Families, totals $3.1 million.

This partnership is a significant step. It could result in documentation of the role of a larger number of I&R services and in the development of recommendations for public policy.

Non-Sexist Child-Care Curriculum

Since it was founded in 1971, the Women's Action Alliance, a national nonprofit women's service organization, had been inundated by requests for help from individuals concerned about sex-role stereotyping in pre-school programs. Its staff found attention being paid to sexism in elementary, junior, and senior high schools but little focused on the pre-school curriculum. Pre-schoolers routinely played with puzzles, dolls, games, and books that depicted only traditional sex roles. Teachers were unaware of the ways they could influence and break down boys' monopoly of the block corner. Class trips never introduced children to working people who might challenge traditional sex roles, such as female construction workers, a male tailor, a female doctor, a male nurse.

The alliance set out to design and test a curriculum that could reach children early and help prevent the development of sexist notions. Several months were spent observing and interviewing thirty child-care centers and nursery schools and interviewing teachers, parents, and children. This effort led the alliance staff to identify existing non-sexist, multi-racial classroom material and to design and manufacture new material where necessary. Puzzles, flannel boards, block accessories, books, records, and photographs were gathered or created.

A curriculum using these materials and encouraging non-stereotypic activities was then tested in four early childhood centers. Working closely with parents and center staffs, the materials and curriculum were refined and reproduced. Ultimately, many of the educational materials developed in the project were produced by two commercial toy companies. The curriculum guide, *Non-Sexist Early Childhood Education: A Practical Guide*, was published by Citation Press and circulated to early childhood educators throughout the U.S. The guide states the alliance's philosophy about the need to develop less rigid notions about sex roles:

> *We consider the assignment of traits to a specific sex as detrimental to the development of people. Why should boys and men be held back from being nurturing, gentle, expressive of feelings? Why should girls and women be denied a more dynamic personality? Our world is very different from the societies that started to train their young for the roles they would inevitably play as adults. If anything, the best preparation for the unknown future of today's children is that each be a whole person, utilizing as much individual potential as possible. If the current mode of alternative life styles is stabilized, then the environment will be more conducive to more options for both sexes. Our society does not need more definitive men and women but rather caring, responsible, capable, and imaginative people.*

Teenage parents need child care even more than many adult parents. In past years, a teenager's baby was often adopted by an adult couple or taken in by the teenager's parents as another of the family's children. Today, greater numbers of teenagers are raising babies on their own or with minimal aid from relatives. Research and common sense suggest that child care is one of the most critical elements in these teenage parents' continuing education and entry into employment. Child care offers the teenage parent time to go to school or work and to live as a teenager with other teenagers. It also offers a relationship with experienced child-care providers who can informally reinforce and encourage good child-rearing practices.

Pre-school children are introduced to adults who take on roles outside traditional sex stereotypes. This is an aim of the Non-Sexist Child Development Project of the Women's Action Alliance. Left, a male nurse treats a child in a day-care center; below, an art teacher aide with nursery school children.

In 1978, the Ford Foundation granted funds for two programs focused on low-income teenage parents. The programs center around drop-in child-care facilities in which teenage parents spend time with their children. During these visits, the mothers care for their children alongside other teenage parents with help from mature women from the community who have successfully raised children and shown an ability to cope with adversities that are common in low-income communities. Whether as surrogate grandmothers and mothers or simply as sisters or friends, these mature women help encourage behavior that contributes to healthy progress for both young parents and their children. It is hoped that this cross-generational link will provide intimate, personalized support that some teenage parents once received from their own families. The support is expected to enable the teenagers to return to school or job training and to avoid subsequent dependence on welfare.

The two programs are Family Focus-Woodlawn in Chicago and the Tenant Affairs Board's Share-Care Project in St. Louis. Along with a third program, run by the Sisterhood of Black Single Mothers in Brooklyn, New York, which offers a similar sister-to-sister network for teen parents, they will be reviewed in the next year to determine their value in preventing welfare dependence, encouraging young mothers to complete school, and promoting healthy child development among low-income teenage families.

A similar experiment is planned for testing within the WIN program (Work Incentive Program) in selected cities. Building from the models and experiences in New York, Chicago, and St. Louis, the Manpower Demonstration Research Corporation will test the effectiveness of this approach when it is used by WIN offices and local community organizations. MDRC will manage the experiment with funding from the Foundation and from the Department of Labor.

The National Scene

I&R services, curriculum experiments, and programs for teenage parents work best when conceived and applied at the grassroots level. In addition, certain child-care issues need to be addressed on a broader, usually national scale—public policy analysis, the monitoring of federal and state programs, the dissemination of information of national importance, and the overall improvement of the quality of child care.

Over the last decade a number of organizations have been established to concentrate on these issues. They all work closely with local groups, keeping them informed of developments in the field and helping them to improve the quality of their care. The Ford Foundation has contributed to the support of three such organizations with grants totaling some $2,901,500.00. One has a national membership that reaches a wide variety of child-care groups; another focuses primarily on the special problems of child care for minority children, and the third focuses on child-care programs in New York City.

The Day Care and Child Development Council of America. The council was founded in 1959 to link child development professionals and concerned citizens in finding ways of improving the quality and availability of child development programs throughout the country. In the late 1960s, the council focused much of its work on day-care centers, particularly those that affected poor and minority families.

The council has over 6,000 members who represent a wide cross-section of parents, teachers, day-care and social workers, and city officials. With a di-

verse constituency and its location in Washington, D.C., the council has become an effective link between local day-care programs and federal policy makers and planners. The council provides information from the field to various government agencies and keeps its affiliates informed of important developments in the federal government.

The council keeps its lines of communication open through a variety of means. Council leaders frequently testify on child care and related issues at the request of Congressional and federal agency personnel. Their testimony reflects the views of council members as expressed in periodic regional and national conferences, workshops, and seminars. Recent council gatherings have discussed infant care, after-school care, the problems of day-care center directors, family day care, and the role of public schools in day care.

Between conferences and meetings, the council keeps its members informed of child care and related issues, legislative proposals, innovative child-care models and federal and state resources through its magazine, *Voice for Children*. The council also issues reports and more comprehensive publications periodically. For example, it obtained a grant from the Foundation for the development, testing, production, and distribution of a *Day Care Legal Handbook*. Prepared in conjunction with the Massachusetts Center for Public Interest Law, the handbook was published in 1977. It covers the principal legal issues involved in organizing and operating day care programs. In addition, the council maintains a publication service that offers over 200 titles on child care, child development, and such related issues as nutrition, health care, and child abuse and neglect.

The council's executive director, Jan Calderon Yocum, struggles to keep the child care issue alive and before the public. According to Ms. Yocum:

"What is needed in day care is a policy of universal access for all families, based on day-care need, not on income or social class. This does not mean universal free day care for all. Those who can afford the cost of child care will probably continue to pay for it in the foreseeable future. They are increasingly willing to pay if only they can get some help in finding the kind of day care they want. The poor will continue to be subsidized by government. The missing piece in most public policy is a partial subsidy for the struggling working families not wealthy enough to pay the high cost of good child care.

"Only within the context of a firm policy in support of families and a national commitment to maximum development of every child will we begin to find solutions to the problems that overwhelm the family today."

The National Black Child Development Institute. The institute was organized in Washington, D.C. in 1970 by women and men concerned about the alarming neglect of the welfare of black children in the U.S. They sought to ensure that the developmental needs of minority children were addressed by national programs and policies.

The institute began with a grant from the Black Women's Community Development Foundation. With subsequent grants from the Ford Foundation, the Field Foundation, the Rockefeller Brothers Fund, Carnegie Corporation, and HEW's Office of Child Development, the institute has conducted three main activities—direct technical assistance to children's programs, public policy review, and research and training.

In its early years, the institute concentrated on helping community-based children's services in the South. The staff assisted local groups in developing

curriculum, raising matching funds in order to qualify to compete with established child-serving agencies for a share of government grants, and helping centers qualify for federal food and nutrition programs. The institute obtained the first federal funding for a child-care center in Mississippi, thereby entitling low-income parents to free services.

At the same time, the institute organized individual centers into statewide federations. The federations not only provide assistance to local centers but also serve as watchdogs on child-care policies and legislation in their states. In Mississippi, for example, the federation monitored public hearings on the state's Title XX plan and was able to demonstrate that the hearings had not been announced or held in a manner that would elicit the citizen participation that the Title XX regulations had intended. As a result new hearings were held on a county-by-county basis. In Alabama, workshops conducted by the state federation led to the involvement of the Black Child Development Institute federations in all states in Department of Agriculture food programs available to child-care groups. Federations in Virginia, Oklahoma, Missouri, Michigan, and Pennsylvania made arrangements to link family day-care homes to local child-care centers.

Today the National Black Child Development Institute is the hub of a large network of local programs and affiliates that reach over two million children in thirty states. It also serves as an advisor to federal and state agencies, thus insuring a fair hearing for minority concerns. The institute's work with the federal Agency for Children, Youth and Families, for example, has resulted in a number of projects beneficial to minority children. With the agency's support, the institute assisted several black colleges in obtaining Title XX funding to establish model training programs in early childhood education and child care. The programs have become an important source of revenue for the colleges as well as a means of promoting greater minority participation in the training of day-care personnel. They have also encouraged colleges to make use of other federal resources. A Black Child Development Institute task force is currently developing a manual to help more black colleges take advantage of Title XX funding.

Under sponsorship of the Agency for Children, Youth and Families, the institute also made a study of the problems involved in black families' adopting children or serving as foster parents. The institute held conferences in ten large cities to explore the barriers to such adoptions. Conference participants concluded that it was not the laws but the practices of social service agencies that seemed to discourage black families from adopting children. Such practices included arbitrary age, occupational, and income limitations that disqualified black families unnecessarily. The study resulted in the formation of several local groups that are now monitoring adoption agency policies and encouraging black men and women to adopt children. A committee formed in Houston drew public attention to slow adoption procedures and to the absence of black employees in agencies placing black children. Its work led to significant changes, including speedier adoption processing and the use of state and county subsidies for low-income adoptive parents.

For the future, the institute plans to develop new affiliates and state federations and link them to the national organization in order to focus public policy on meeting the needs of black children more effectively.

The Day Care Consultation Service. In 1968, the Bank Street College of Education, a leader in the field of early childhood education, moved from its Greenwich Village location to New York's Upper

The practice of "mainstreaming" handicapped children – bringing them into regular school programs – is also being followed in nursery schools and day-care centers. Here a mixed group of pre-schoolers, some of whom are hard of hearing, pay close attention to a story-telling session.

West Side near Columbia University. In a desire to serve an obvious need in its new community, the staff the following year created the Day Care Consultation Service with a grant from Carnegie Corporation; subsequent funding from the Ford Foundation totaled $495,000.

Like the National Black Child Development Institute and the Day Care and Child Development Council of America, the Day Care Consultation Service's early efforts were devoted primarily to helping new community-based child-care programs get under way. Workshops were held in Spanish and English on program development and operation, particularly financing, organization, and local politics. The service also produced a manual on the organization, administration, and financing of day-care centers, which it distributed to local groups.

The Bank Street service's reputation as a source of expertise and as a respected advocate for community groups soon attracted requests for assistance from throughout the city. Peter Sauer, director of the service since its creation, sums up the work of the first year as "helping groups cope with the city's bureaucracy, meet licensing requirements, and obtain funding and training." "A lot of these groups were operating without any city money at all," he recalls. "We helped 250 groups take advantage of available funds."

As these groups grew and were able to help other fledgling programs, the consultation service shifted its attention to other important day-care concerns in New York City. It helped develop staff training programs, such as an in-service program for day-care workers that provides undergraduate credit from Bank Street College toward a bachelor's degree in teacher education. This project enables staff members to get the credentials they need to meet licensing requirements while they continue to work.

The work of the consultation service has affected the child-care field beyond New York City. The agency has a lawyer on its staff, and in the early 1970s it took part in litigation involving local and federal policies on Title XX and related issues, such as a parent's rights to due process when a public agency declares the parent ineligible for care on the basis of income.

More recently, the consultation service began exploring alternative approaches to child care when the City of New York withdrew funds from seventy-six of its 400 centers, citing budget limitations and the failure of the centers to meet program standards and enrollment goals. Parents were informed they could transfer their children to other centers, but many of them considered this a hardship. Parents and staff in twenty of the centers that had lost funding refused to close their doors. They formed the Community Day Care Action Coalition and, with the help of the Bank Street group and others, fought the city's action. The coalition was unable to reverse the decision, but the twenty centers remained open. They streamlined their budgets and staffs, reducing costs from $85 per week per child to less than $50. Within a short time, the determination and skill of parents and staff attracted support from state and federal agencies. Today, the twenty centers are part of an experiment in alternative organization and funding that could serve as a model for day-care reform.

Finally, the Bank Street service has worked to broaden the public's understanding and acceptance of child-care services. As Peter Sauer puts it, "All the resources and energy and money are being poured into a relatively tiny, highly standardized program that immediately labels the families and the children in it as having some kind of weakness.

"We need to develop a system that says it is all right to need help and to ask for help if you have

young children. We need a system that provides that help in a way that encourages families to use their own strengths, to build on what they know and on human relationships."

Prospects

In the United States today, 56 per cent of all women over 37 years of age are employed. More than 70 per cent of these female workers work full time. The average worklife for these women is twenty-three years. Despite tremendous changes attributable to the women's movement, there is little evidence that women and men are sharing the child-care burden more equally than in the past. Many women will find themselves heads of households during their working lives. Currently, one out of ten women workers is a head of household; among minority women workers, one out of five is head of a household.

For many of these women and their families, child care will continue to be essential to daily life. Children will need care, attention, and intimacy with adults and other children if they are to grow into self-sufficient citizens. If the parents are to be reliable members of communities and productive employees they need to know their children are content and well cared for. Thus, despite the continuing confusion and disagreement over the direction public policy on child care should take, attention must be given to understanding the value of good program models and to furthering the public's understanding of the issues.

The Ford Foundation's child-care program will continue to reflect these concerns. It is also likely to include an expanded interest in after-school care models. Parents need to arrange care for young school-age children as well as pre-schoolers, and they seem to accept the notion of public agencies caring for this age group with few misgivings. Existing institutions and facilities may be available for use in caring for this age group. The Foundation's continued concern with child care and the U.S. family will seek to deal with this and other developments as they unfold.

CHILD-CARE AND DEVELOPMENT GRANTS TO INSTITUTIONS. 1969–1979

American Institutes for Research in the Behavioral Sciences
Study of child-care information and referral services (1978, 1979) $157,293

Bank Street College Day Care Consultation Service
Assistance to community organized and operated child-care centers; analysis of public policy on child care (1972–1974, 1976, 1978) 495,000

Black Child Development Institute
Assistance to child-care centers in predominantly black neighborhoods; workshops and seminars on child development for minority professionals; monitoring of public policies and programs affecting the black child (1972–1974, 1976–1978) 943,000

Black Women's Community Development Foundation
Technical assistance programs to day-care centers (1971) 150,000

Child Care Resource Center, Cambridge, Massachusetts
Child-care information and referral services (1976–1978) 112,500

Child Care Task Force
Study of financial and legal aspects of fee-for-service efforts for child-care information and referral services (1978) 5,000

Children's Council of San Francisco
Child-care information and referral services (1976–1979) 284,500

Day Care and Child Development Council of America
Dissemination of child-care information; support for child-care public policy programs; assistance to parents and day-care centers (1969, 1970, 1972, 1973, 1974, 1975, 1976, 1978, 1979) 1,453,200

Education Development Center
Publication, promotion, and distribution of a study of child-care systems in the public schools (1978) 15,000

New School for Social Research
Project to eliminate sex stereotyping and role conditioning in early childhood programs (1973) 95,068

Northside Center for Child Development, New York
Dissemination of information on proceedings of the center's thirtieth anniversary conference (1977) 5,000

Pacific Oaks College
Development of public policy program on young children; completion of book on public policy in day care (1977–1979) 177,900

Pre-School Association of the West Side
Reports, papers, and conferences on child-care services in the New York City area (1976–1978) 17,880

Wellesley College
Development of a project in child-care information and referral services by the Center for Research on Women in Higher Education and the Professions; work on pre-school and after-school child-care programs (1977, 1979) 30,081

Women's Action Alliance
Dissemination of information on project to eliminate sex stereotyping in pre-school programs (1974) 30,000

$3,971,422

CHILD-CARE AND DEVELOPMENT GRANTS TO INDIVIDUALS, 1971–1979

Edward A. Chittenden, Consultant
Gathering information on American schools using the open approach to early childhood education (1971) $1,456

Romelia Cobb, Fellowship
Completion of degree in early childhood education (1974) 1,490

Alice Collins, Consultant
Survey of outstanding, innovative family child-care programs and information referral services (1974) 5,025

Nancy Dubler, Bank Street College of Education
Research on urban day-care centers in Israel (1972) 7,000

Gretchen Dykstra, Consultant
To attend a meeting at the Office of Child Development (1977) 170

Donna E. Egan, Consultant
Gathering of data, transcription of tapes, and the writing of a child-care catalogue (1975) 10,187

Robert Fein, Consultant
Study of sex-role equality with reference to men working in child care (1974) 5,110

Jeanette Herrick, Consultant
Report on child care and other aspects of the lives of blue-collar workers (1977) 10,187

Joan Jones, Priority Area Playgroup Project—Birmingham, England
Visits to pre-school centers in the U.S., particularly those working with disadvantaged children (1971) 2,166

James A. Levine, Child Study Center—Wellesley, Mass. (1974, 1976, 1977)
Exploring alternate child-care systems 14,400
Study of public school child-care programs 8,902
Technical advice to child-care information referral services 7,924
Monitoring and evaluation of the progress of the Single Parent and Childcare Switchboard in San Francisco 7,386

Jacquelyn Molock, Lincoln Wee Tots Day Care Center—Denver, Colo.
On-the-job training in early childhood education (1976) 9,014

Ned O'Gorman, Addie May Collins Library and Storefront School—New York, N.Y.
Observation of British early childhood programs and related services (1972) 1,232

Michelene Ridley Malson, Kirshner Associate
Study of factors influencing parental choice and preference in child care (1978) 10,907

Pamela A. Roby, George Washington University
Book on foreign and domestic group child-care policies (1977) 7,500

Mary Rowe, Consultant
Review of proposal to HEW for a child-care information referral demonstration project (1977) 210

Richard Ruopp, Consultant
Review and redraft of proposal and budget on child-care referral project (1977) 1,000

Patty Siegel, Consultant
To attend child-care forum (1977) 596

Jeanette Stone, Consultant
To attend a meeting at the Office of Child Development (1977) 170

Robert Sussman Stewart, Columbia University
Book on child psychoanalysis and its implications for child development (1974) 27,927

Jean Tibbils, Oxford St. Day Care Cooperative—Cambridge, Mass.
Review of child-development literature and research on infant and toddler child care (1977) 1,830

Marta Valle, Continuing Education Program
Survey and analysis of patterns of child care in New York City's Puerto Rican community (1972) 8,101

Eunice I. Watson, Reed College
Survey of family day-care programs throughout the U.S. (1974) 5,025

Jane Whitbread, Consultant
Analysis of survey results on working mothers' child-care arrangements (1979) 15,137

$170,052

BIBLIOGRAPHY

Following are selected publications resulting from Ford Foundation grants dealing with child care and development.

Aikman, William. *Day Care Legal Handbook*. Washington, D.C.: Day Care and Child Development Council of America, 1977.

Collins, Alice and Watson, Eunice. *Family Day Care*. Boston: Beacon Press, 1976.

Galinsky, Ellen and Hooks, William H. *The New Extended Family: Day Care That Works*. Boston: Houghton Mifflin Company, 1977.

Levine, James A. *Day Care and the Public Schools*. Newton, Massachusetts: Education Development Center, 1978.

——. *Who Will Raise The Children?: New Options for Fathers (and Mothers)*. Philadelphia: J. B. Lippincott Company, 1976.

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